

## GEORGE I PAIR ELEMENTARY

2325 Platt Springs Road  
West Columbia, South Carolina 29169

**GRADES** K-5 Elementary School

**ENROLLMENT** 293 Students

**PRINCIPAL** Mrs. Miley H. Rhodes 803-739-4085

**SUPERINTENDENT** Barry F. Bolen 803-739-8399

**BOARD CHAIR** Jerry S. Chitty 803-739-4708

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	53	5	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Below Average	Yes

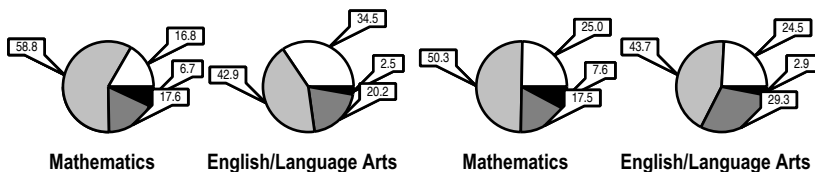
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	135	99.3	34.5	42.9	20.2	2.5	38.7	Yes	Yes
Gender									
Male	75	100.0	46.9	40.6	12.5	0.0	31.3		
Female	60	98.3	20.0	45.5	29.1	5.5	47.3		
Racial/Ethnic Group									
White	65	100.0	31.1	47.5	16.4	4.9	42.6	Yes	Yes
African-American	61	98.4	38.5	36.5	25.0	0.0	34.6	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	105	99.1	26.4	47.3	24.2	2.2	42.9		
Disabled	30	100.0	60.7	28.6	7.1	3.6	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	135	99.3	34.5	42.9	20.2	2.5	38.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	134	99.3	34.5	42.9	20.2	2.5	38.7		
Socio-Economic Status									
Subsidized meals	96	99.0	39.8	37.3	22.9	0.0	33.7	Yes	Yes
Full-pay meals	39	100.0	22.2	55.6	13.9	8.3	50.0		

Mathematics - State Performance Objective = 15.5%									
All Students	135	100.0	17.5	58.3	17.5	6.7	40.0	Yes	Yes
Gender									
Male	75	100.0	15.6	59.4	20.3	4.7	40.6		
Female	60	100.0	19.6	57.1	14.3	8.9	39.3		
Racial/Ethnic Group									
White	65	100.0	8.2	55.7	26.2	9.8	59.0	Yes	Yes
African-American	61	100.0	28.3	58.5	9.4	3.8	18.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	105	100.0	15.2	60.9	17.4	6.5	41.3		
Disabled	30	100.0	25.0	50.0	17.9	7.1	35.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	135	100.0	17.5	58.3	17.5	6.7	40.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	134	100.0	17.5	58.3	17.5	6.7	40.0		
Socio-Economic Status									
Subsidized meals	96	100.0	20.2	59.5	14.3	6.0	33.3	Yes	Yes
Full-pay meals	39	100.0	11.1	55.6	25.0	8.3	55.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	53	98.1	30.4	45.7	21.7	2.2	23.9
	<b>Grade 4</b>	40	97.5	31.4	60.0	8.6	N/A	8.6
	<b>Grade 5</b>	56	100.0	42.6	46.8	6.4	4.3	10.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	46	100.0	26.1	28.3	43.5	2.2	45.7
	<b>Grade 4</b>	48	97.9	37.0	43.5	15.2	4.3	19.6
	<b>Grade 5</b>	41	100.0	43.6	48.7	7.7	N/A	7.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	53	100.0	21.3	53.2	19.1	6.4	25.5
	<b>Grade 4</b>	40	100.0	22.2	50.0	19.4	8.3	27.8
	<b>Grade 5</b>	56	100.0	31.9	53.2	10.6	4.3	14.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	46	100.0	15.2	65.2	15.2	4.3	19.6
	<b>Grade 4</b>	48	100.0	27.7	42.6	17.0	12.8	29.8
	<b>Grade 5</b>	41	100.0	10.3	66.7	17.9	5.1	23.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 293)				
First graders who attended full-day kindergarten	75.5%	N/C	100.0%	100.0%
Retention rate	1.4%	Down from 1.6%	3.2%	2.7%
Attendance rate	96.0%	Up from 95.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.6%	3.5%
Eligible for gifted and talented	14.4%	Down from 14.9%	10.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Up from 9.1%	8.8%	8.2%
Older than usual for grade	0.3%	Down from 0.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	No change	46.9%	51.4%
Continuing contract teachers	92.9%	Up from 89.3%	87.5%	87.5%
Highly qualified teachers**	82.4%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 82.9%	86.4%	86.7%
Teacher attendance rate	94.2%	Up from 93.8%	94.7%	94.9%
Average teacher salary	\$43,031	Up 2.8%	\$39,921	\$40,760
Prof. development days/teacher	16.0 days	Up from 10.4 days	13.2 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.1 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 88.9%	89.5%	90.0%
Dollars spent per pupil*	\$6,453	Up 2.6%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	68.0%	Up from 66.6%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-04 school year was both busy and productive for Pair Elementary School.

Our faculty and staff focused their lessons on the state standards and learned new methods to integrate the standards across content areas. Lexington Two introduced a literacy model with the emphasis for this year on independent reading and teacher read-alouds. Our teachers embraced this model and made great strides in its implementation.

A bond referendum passed by our community in 2002 allowed our school board to embark on a massive update of facilities in Lexington Two. Construction and renovation of our facility began in the summer of 2003. New construction included a media center, computer lab, and classrooms for kindergarten, art, music, and PE. Security concerns were addressed with a new locking system, new classroom doors, enclosure of public access areas, and a new public address/telephone system. Student comfort was addressed with new heating and air conditioner units.

A complete overhaul of the kitchen and restroom areas completed the project. Final touches are being made to fully occupy the new spaces. Throughout this year of construction, our teachers remained focused on instruction in each classroom.

Title I continued to be a major funding supplement for many of the instructional programs in place at Pair. Our media center benefited from \$15,000 from the Title I budget to purchase books and materials to update the media collection. Funding for Reading Recovery and SOAR allowed direct and small group instruction to students.

Money from Title I allowed us to update equipment and provide extra instructional supplies to teachers.

As part of ongoing staff development, each grade level team set goals for each class of students. Teachers and students worked on their goals and celebrated each success.

Pair students participated in three community outreach projects during the year. Pair Cares A Ton, our annual food drive, was held in November. Christmas Links allowed us to help a family at Christmas and Jump Rope for Heart benefited the Heart Association.

Other highlights of our year included:

Three of our teachers earned National Board Certification this year.

An instructional coach with primary responsibility for language arts assistance was hired and shared with two other schools.

Twenty-eight new computers were purchased in the spring to outfit the lab with new equipment.

The Pair faculty and staff continue to strive to be "Champions for Children" and meet the needs of each individual student and family. We continue to seek better ways to instruct our students and maximize their learning.

Miley H. Rhodes, Principal

Angela Baker, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	26	36	23
<b>Percent satisfied with learning environment</b>	76.9%	88.9%	60.9%
<b>Percent satisfied with social and physical environment</b>	88.5%	61.8%	59.1%
<b>Percent satisfied with home-school relations</b>	52.0%	86.1%	66.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.